



Palm Pointe's 2018-2019 School Improvement Plan Summary

Palm Pointe's Mission Statement:

Through engaging, rigorous, and differentiated quality instruction, Palm Pointe Educational Research School @ Tradition commits to a comprehensive, collaborative system of support for ALL students. This ensures that our Rockets are fully equipped for their next mission!

2018-2019 School Improvement Goal: If Palm Pointe builds upon its single school culture, incorporates social-emotional learning, and continues to refine instructional best practices with data-driven differentiation, then students will be goal-oriented and accountable to learning aligned to the depth and rigor of the standards, resulting in gains for all.

Area of Focus 1: Teachers are continuing to deepen their knowledge of how to design and implement data-driven differentiated instruction with accountability, aligned to the depth and rigor of the Florida Standards. (\$10,175.65)

- **Rationale:** Although Palm Pointe maintained high academic achievement in both ELA and Math in comparison to state averages, the school did not meet its intended achievement goal for overall ELA proficiency during the 2017-2018 school year. Looking at grade-specific scores, and teacher and parent feedback, it is evident that teachers need further development in designing instruction based on data which targets specific student needs and maximizes instructional time. If teachers can easily access and interpret student performance data, then they will be better equipped to identify students' targeted instructional needs, and better able to provide students with concrete feedback related to their strengths and areas of growth. Teachers will have the necessary data and skill to implement differentiated instructional practices and organize small group instruction. Teachers will also be able to guide students in setting goals and tracking progress, improving academic accountability over time.
- **Action Steps:**
 - The school will involve teachers in ongoing data analysis to inform instruction, as evidenced by lagging state assessment data, i-Ready results, School Pace progress, unit assessments scores, etc.
 - The school will designate windows and provide resources to administer assessments and examine student assessment outcomes.
 - Throughout the school year, the school will facilitate collaborative learning sessions and professional development opportunities geared toward differentiation practices.
 - The school will utilize various funding sources to provide professional development sessions, substitutes, resources, and/or coverage for learning, planning, and assessment analysis purposes.
 - Teachers will provide timely, actionable feedback and guide students in tracking progress from formative assessments including goal-setting and communicating individual achievement.
 - The school will provide teachers with professional learning and support focused on formative assessments and engaging in the feedback cycle, as well as resources for teachers and students to track progress toward learning goals.

Area of Focus 2: School-wide understanding and implementation of social-emotional learning is inconsistent across grade levels and classrooms. (\$5,011.88)

- **Rationale:** If students have more social-emotional learning experiences, then they will be able to effectively manage and apply the knowledge, attitudes, and skills necessary to understand their emotions, feel and show empathy, and maintain positive relationships, resulting in classroom environments more conducive to tolerance, multiple viewpoints, and focus on learning.
- **Action Plan:**
 - The school will work to broaden its understanding and implementation of social-emotional learning competencies through professional development, supportive resources, and restorative practices.
 - The school, will establish a Social and Emotional Learning (SEL) committee which will provide teachers with training, support, and resources to build teachers' knowledge of the five social-emotional learning competencies and their ability to implement activities, such as daily community circles, along with specific targeted social-emotional learning experiences.

Resources: Administration, instructional coaches, Tier 2 and Tier 3 interventions, part-time interventionists, school counselors, deans, availability of scientifically-based intervention and instructional materials, technological resources, collaborative planning time built into teachers' schedules, district-created assessments, school, district, state, and national professional development opportunities, and grant funding to supply supplementary resources.